DOCUMENT RESUME

ED 124 019 HE 007 833

AUTHOR McKee, Helen C.; And Others
TITLE Graduate Degree Survey Follow-up of Five Year Population (1969-1974).
INSTITUTION State Univ. of New York, Fredonia. Coll. at Fredonia. Teacher Education Research Center.
PUB DATE Mar 76
NOTE 91p.

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS *College Majors; English Education; Fellowships; *Graduate Surveys; *Higher Education; History; Music Education; Questionnaires; Reading Instruction; *Student Characteristics; *Student Motivation; Student Transportation; Tables (Data); Teacher Education
IDENTIFIERS *State University of New York

ABSTRACT

The survey of SUC, Fredonia graduate students who were awarded advanced degrees from December 1969 to June 1974 was designed and conducted during the first semester of 1975, with focus on the educational, economic, and social traits of the graduate degree recipients. Opinions and attitudes about the college were solicited in the 74-item questionnaire which included three open-end segments and provided opportunities for personal comments. The study indicated that: (1) the professional reputation of alumni was one factor which influenced 41 percent of the Music advanced degree graduates to enroll in the college; (2) History majors (82 percent) revealed that the use of a variety of teaching techniques were not relevant to a college choice; (3) proximity of the college was a major influence in selecting a college for many of the Elementary Education (84 percent) and History (82 percent) majors; (4) over half of the English majors indicated that a major influence in college selection was the possibility of graduate assistantships; (5) approximately 71 percent of the Reading graduates felt that they had received a variety of learning experiences; and (6) travel (over 10 miles one way) to attend classes was a pattern for over half of the Elementary Education and Music graduates. (LBH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

EC124019

GRADUATE DEGREE SURVEY

FOLLOW-UP

OF

FIVE YEAR POPULATION
(1969-1974)

TEACHER EDUCATION RESEARCH CENTER

STATE UNIVERSITY COLLEGE

FREDONIA, NEW YORK

HE007833

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Highlights

Graduate Degree Survey

The professional reputation of SUC, Fredonia Alumni was one factor which influenced over two-fifths (41%) of the Music advanced-degree graduates to enroll at the College. (Table 12).

History majors (82%) indicated that the use of a variety of teaching techniques were not relevant to a college choice. (Table 9).

Proximity of the College was a major influence in selecting a college for many of the Elementary Education (84%) and History (82%) majors. (Table 18).

Over half of the English majors (58%) indicated that a major influence in college selection was the possibility of graduate assistantships. (Table 21).

Approximately three-fourths of the Reading graduates (71%) felt that they had received a variety of learning experiences. (Table 28).

Travel (over 10 miles one way) to attend classes was a pattern for over half of the Elementary Education (56%) and Music (52%) graduates.

GRADUATE DEGREE SURVEY

FOLLOW-UP

OF

FIVE YEAR POPULATION
(1969-1974)

Helen C. McKee
Daniel J. Bauman
Gerald T. Holmes

Teacher Education Research Center
State University College
Fredonia, New York

March 1976

TABLE OF CONTENTS

		Page
Foreword		i
Introduction		ii
Chapter I	The Study	1
Chapter II	Overview	4
Chapter III	Highlights	7
Chapter IV	Opinion Poll	11
Appendix A	Reference Tables	
	Section One	19
	Section Two	36
	Section Three	60
Appendix B	Academic Concentration	73
Appendix C	Graduate Questionnaire	75

FOREWORD

This study was designed to ascertain the type of students attracted to SUC, Fredonia, for advanced degrees, and also to seek information and opinions about the programs offered.

Graduate Degree Survey: Overview of Five Year Population (1967-1974) provided a picture of all graduates as a single unit. To provide a more detailed analysis of the data reported in the overview, tabulations are presented by major academic areas.

Assistance and encouragement was extended to the investigators by: Dr. Dallas K. Beal, President, SUC, Fredonia; Dr. Morgan Dowd, Dean of Graduate Studies, Graduate Studies departmental staff; Dr. Ronald E. Hull, Acting Director, Teacher Education Research Center (TERC) and TERC staff. Ms. Marian Anderson, secretary, was most helpful in preparing this report.

We are grateful to the large number of graduates who responded to the questionnaire. This report could not have been prepared without their cooperation.

Helen C. McKee
Gerald T. Holmes
Daniel J. Bauman

INTRODUCTION

Graduate Degree Survey, Follow-Up contains additional data and further categorization of the information contained in Graduate Degree Survey.[1] The initial paper reported the graduates as a single group. Data are reported by academic discipline in this study. The number of respondents in each discipline and the total population figures are included for reference points.

A format similary to SURVEY - '71[2], which proved to be very practical, was adopted for the graduate study. Fewer items and section titles made the questionnaire more readable. Forced-choice items were supplemented by three open-end items. Every effort was made to obtain information which would be beneficial to the College programs and future student bodies.

A coding system was devised to protect the identities of the respondents. Many welcomed the opportunity to comment on their experiences and responded openly and frankly.

Data for this study were analyzed using the computer program, NUCROS. Several items were hand tallied to verify the accuracy of the computer processing. All tables are expressed in percentages and are rounded to the nearest whole number.

---

[1]McKee, Helen C., Bauman, Daniel J., and Holmes, Gerald T. Graduate Degree Survey: Overview of Five Year Population (1969-1974), Graduate Degree, Teacher Education Research Center, SUC, Fredonia, N. Y., October, 1975.

[2]McKee, Helen C. and Mills, Mildred B. SURVEY - '71: Overview, Teacher Education Research Center, SUC, Fredonia, N. Y., March, 1974.

The report follows the sequence of the questionnaire as a logical progression of events in the graduate student's life. The Highlight Section contains items and percentages reflecting high response, pattern exceptions, and/or areas of special interest.

CHAPTER I

THE STUDY

The survey of CUC, Fredonia graduate students who were awarded advanced degrees from December 1969 to June 1974 was designed and conducted during the first semester of 1975. The study focused on the educational, economic, and social traits of the graduate degree recipients. Opinions and attitudes about the College were solicited in the 74 item questionnaire which included three open-end segments and provided opportunities for personal comments.

The questionnaire was sent to all who graduated during the 5-year span under study (1969-1974). Responses provided data on the three major fields of study and the area in which the degree was earned. The initial report of the data was published in Decmeber 1975 and was titled, Graduate Degree Survey Overview. In this report, the investigators categorized the information by discipline.

Elementary Education, Elementary Education with a concentration in Reading, Secondary Education and Music Education are grouped together for ease in analyzing the professional studies programs. The reader might want to consider the few Speech and Hearing graduates who responded but were not included in this grouping because of that small response.

Reading is considered as a separate entry because of high graduate enrollment. Eight major areas and one "undeclared" return are listed by the 472 respondents.

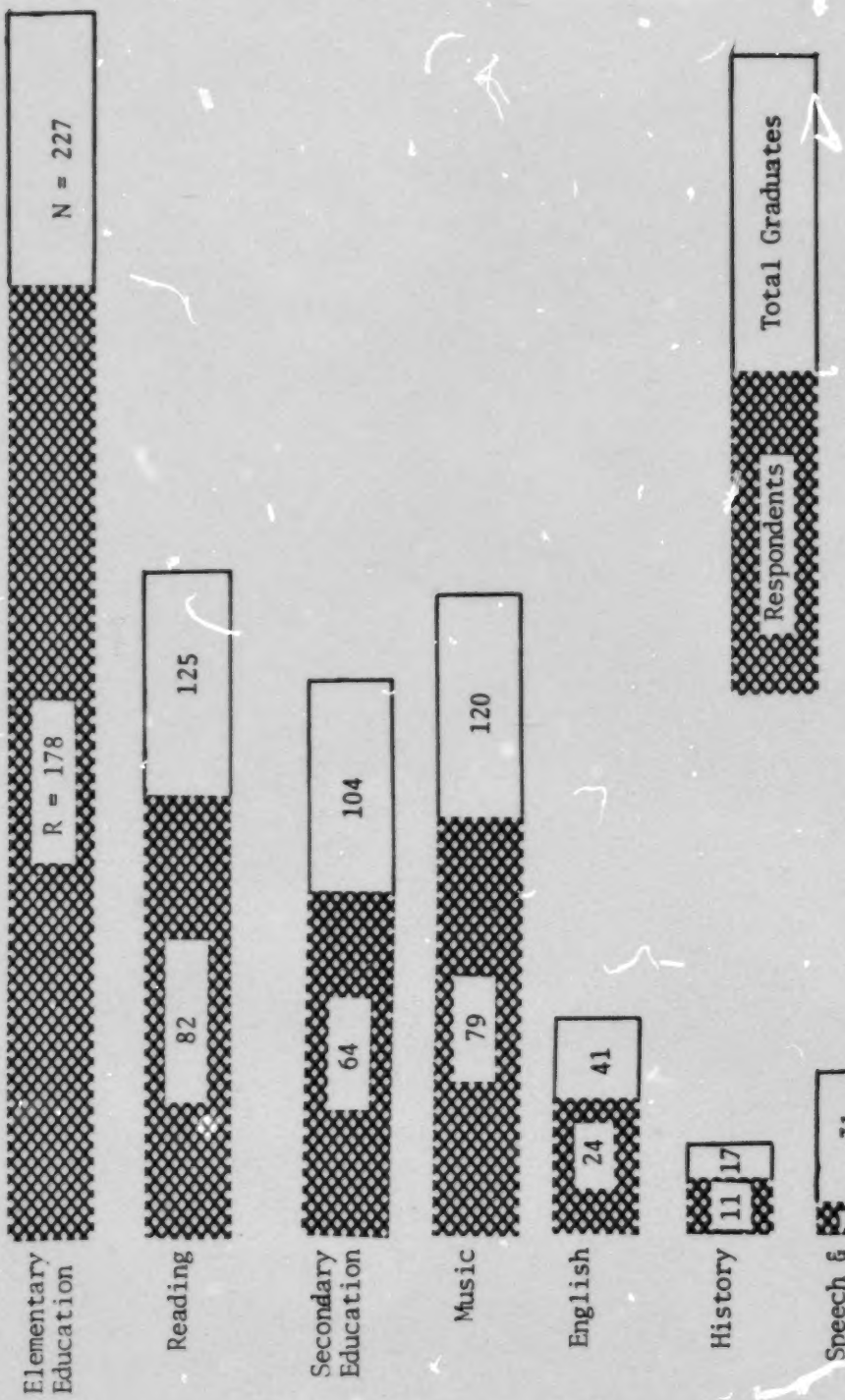

Figure A. Possible and Actual Responses in Each Degree Area

The questionnaire contained eight sections: undergraduate program, college selection, college years, materials and equipment, curricular, social, facilities, and comparison (to other colleges) factors. Values added were not considered as a separate category. Open-end items provided an opportunity to express opinions and specific, personal incidents.

Presenting the data by academic disciplines permits inter-disciplinary analysis and comparison to the total population. The reference tables contained in Appendix A are divided into categories matching the chronology of experiences for easy reference.

Name and address changes (N = 106) were needed for 15% of the population while "lost" alumni (N = 37) accounted for 5% of the total number under consideration. Nevertheless, 66% of the target group responded during the first semester of 1975.

The response was great.

CHAPTER II

OVERVIEW

Data are reported by academic discipline for this report. This breakdown permits interpretation of each area and comparison with other curricular programs.

The reference tables indicate the number of returns within each discipline and in the total population. All tables are expressed in percentages except where otherwise noted. The material is divided into three sections which consider the data under study in chronological order.

Section One

This group of tables considers information about the undergraduate program and college selection.

Did the graduate students earn the undergraduate degree at SUC, Fredonia?

What characteristics of the College influenced them to enroll here?

Why did the target group seek a higher degree?

Table 1 through 24 contain data on entry patterns for degree work and descriptions of areas where the graduates live and work. Reasons for selecting SUC, Fredonia, are also considered.

The population who entered SUC, Fredonia, was a young student body (75% entered directly from high school). Exceptions to the entry patterns (see Table 1, Section One, Appendix A) were History majors (18% were graduates of a community college) and the Science-Math group (14%) were community college transfers. At least one-half of the graduate degree population in each discipline knew the campus and, therefore, probably many of the faculty. Over four-fifths (83%) of the group enrolled for the master degree program within five years after being awarded the initial degree.

This is the population under study.

Reasons for selecting SUC, Fredonia, and the communities in which they reside and are employed are considered in Appendix A, Section One, Table 1 to Table 24.

Section Two

Reactions to the actual college experiences are reported in Section Two. Topics in this section include classes, material and equipment, the curricular offerings, social life, facilities, value added, and financial assistance.

How many graduate students took courses off campus?

How many graduate students changed degree area?

Did the graduate students use the library facilities?

Were any of the target group campus residents?

How many had graduate assistantships?

Topics in Appendix A, Section Two, Table 25 to 57 refer to items on classes, material and equipment, curricular offerings, social life, facilities, and financial assistance.

Section Three

Value added, post-degree professional and economic growth were included in this section. Comparisons between SUC, Fredonia, and other colleges are considered here.

Were curricular offerings useful?

Did the advanced degree provide professional advancement?

What were the attitudes to the educational programs for the master's degree?

How did Fredonia compare with other colleges?

Does Fredonia attract persons who have earned the master's degree to return for workshops and classes?

Appendix A, Section Three, Table 58 to Table 74 are reference points.

CHAPTER III

Highlights

Data analysis by academic discipline added a new dimension to the tables. Highlights of the findings are included here for consideration and interpretation. (Selected statements are printed inside the front cover). Table numbers are provided for easy reference.

Elementary (33%) and Secondary Education (39%) majors were employed in areas with a population of 50,000 or less. Reading graduates (42%) were employed in a small city or town of fewer than 10,000 population. (Table 5).

Publications of professors in a specific discipline were not relevant to a college choice to most master degree recipients except for History (36%) and Speech/Hearing (40%) who felt it was a "minor" influence. (Table 7).

Over half of the History majors (55%) felt that credentials of professors were important in selecting a college for the advanced degree. (Table 10).

The recommendations of Alumni were a major influence in college selection for a quarter of the Music majors (29%). (Table 11).

More than half of the Science/Math majors (54%) indicated that the attitudes of peers toward SUC, Fredonia, had a "minor" influence on college enrollment. (Table 15).

Reading graduates (71%) found waivers and vouchers not relevant to their college selection. (Table 20).

Reasonable requirements for matriculation encouraged half of the Music graduates (51%) to enroll here. (Table 22).

College selection based on the undergraduate program was a major influence for a majority (63%) of the English majors who responded to the questionnaire. (Table 24).

Two-thirds of the graduates with a concentration in Reading felt that they frequently received encouragement from professors during their degree work. (Table 25).

Practical knowledge which further prepared graduates for their position was provided for over four-fifths (83%) of the Reading graduates. (Table 26).

The theoretical aspect of subject matter was "frequently" stressed for three-fifths of the Music students (63%). (Table 27).

Almost three-fourths of the Reading graduates (71%) felt that they had received a variety of learning experiences. (Table 28).

Frequent participation in class sessions was indicated by Music (79%) and Reading (73%) graduates. (Table 30).

Class session lectures were recalled by over three-fifths of the graduates in Reading (63%) and Secondary Education (62%) programs. (Table 31).

Opportunities for classroom discussions were provided four-fifths of the Music graduates (83%). (Table 32).

Two-thirds of the Reading graduates (66%) indicated that they felt class assignments were meaningful. (Table 33).

Very few of the Secondary Education majors (8%) felt that many assignments were busy work. (Table 34).

Four-fifths, or more, of all professional studies graduates "frequently" found library facilities available when needed; Elementary Education (82%), Reading (85%), Secondary Education (80%), and Music (86%). (Table 36).

Library facilities were "frequently" used by four-fifths of the Music (81%) and three-fourths of the Reading (77%) graduates. (Table 37).

One-half of the Reading (57%) and Secondary Education (50%) population felt that the guidance or advisement services were "frequently" satisfactory. (Table 41).

Over one-third of the Elementary Education advanced-degree earners (38%) never attended lectures and/or seminars on campus and two-thirds (66%) never attended campus-sponsored social events. (Table 47 and 50).

Involvement in the graduate assistantship program was experienced by over one-half of the English (54%) and two-thirds of the Science-Math (68%) respondents. (Table 54).

Most of the Music graduates (91%) received a salary adjustment when the master's degree was awarded. (Table 55).

Course work was used to advantage by 90% of graduate degree holders with a concentration in Reading. (Table 57).

At least nine-tenths of the History (91%), English (92%), and Reading (95%) graduates developed new ideas and interests from master program materials. (Table 58).

In comparing extra-curricular facilities of Fredonia with other colleges, English majors (67%) rated Fredonia "good" or "excellent." (Table 65).

A higher percentage of the History majors (36%), than in any other discipline, found job placement of graduates "poor" in comparison with other colleges. (Table 66).

Over four-fifths of the English (87%) and Secondary Education (81%) graduates rated the academic instruction "good" or "excellent" in comparison to other colleges. (Table 68).

Almost three-quarters of the Music graduates (74%) felt that Fredonia's reputation in the community was "good" or "excellent" in comparison to other colleges. (Table 72).

In the professional world, Music majors rated the College at Fredonia "good" or "excellent" compared to other institutions of higher learning. (Table 73).

SUC, Fredonia, was rated "good" or "excellent" by Secondary Education graduates (67%), when compared to other colleges, in professional interest in individuals. (Table 74).

CHAPTER IV

OPINION POLL

Over one-third (39%) of the graduates (1969-1974) were interested enough to give their opinions on educational experiences during a master degree program. Comments were divided into twenty-one categories in Graduate Degree Survey: Overview of Five Year Population (1969-1974), Table 16, page 29. Material is discussed by topic in that report.

A departmental breakdown of respondents is included here. The base used (N = 184) reflects the total number who responded to the final open-end item on the questionnaire. The total response and the curricular areas response provide reference points for the reader.

Figure B compares those who commented within each discipline to the discipline total as well as the entire target group population. Appendix B, page , provides the academic concentration of the graduates, when more specific information is available.

Comments were selected by random sampling and include several types of responses from various disciplines. Curricular areas are indicated to provide inter-departmental reference points.

Figure B. Number and Percentage of Comments by Discipline and Total Population.

Discipline Area	Number in Discipline Area		Comment Percentages	
	Comments	Graduates*	Within Discipline	of Total (N=184)
Elementary Education	60	178	34	33
Reading	30	82	37	16
Secondary Education	27	64	42	15
Music	32	79	41	17
English	13	24	54	7
History	6	11	55	3
Speech & Hearing	5	5	100	3
Science & Math	11	28	39	6

*On one return, a discipline was not provided.

Respondent #1-313-002-43 (Physics)

College Administration - fair (generally apathetic toward students).

Physics Department - very good concern for students and course work).

Placement Office - almost non-existent for Physics.

Respondent #2-426-004-31 (Elementary Education, Concentration, English)

I was ready and anxious to spend a year in graduate school after New Years as a teacher (which I enjoyed, too) so I put a lot into the experience and got a lot out of it.

Respondent #1-274-005-11 (Elementary Education; attended Edinboro, Pennsylvania and Arizona State).

The graduate courses I enjoued most were those not specifically in the field of education. I think that personal growth and wide experience are just as important to a teacher as specific courses in education. I would have liked to have the opportunity for more course work in early education which was not available when I was attending Fredonia. Also, I wanted more hours in graduate psychology which also were not available.

Respondent #1-486-012-13 (Elementary Education; Developmental Reading)

Very pleased with the total program. When I needed help I usually got it. You did have your ding-dongs around, but I was sure to avoid them.

Send me a questionnaire about undergraduate days sometime. The worst days of my life to date!

Respondent #2-52-025-91 (Music)

Individuals interested in specific work for a single course or workshop are discouraged by the multidinous paper work involved. It is very difficult to improve your teaching when colleges seem to say degree or don't come.

Respondent #2-098-232-03 (Secondary Education; English)

**(After three years normal school - at a "mature age" - to certify myself for Secondary English Ed. - 8 years teaching) The advice and assistance in job placement has improved tremendously since 1970. Instructions were helpful in giving academic advice. However, I was mature enough to seek out those who were most helpful, and I'm not sure that a younger person would have the awareness to do this. Specifically I do feel that I was ill-advised in job placement in 1970. I do wish that I had been alerted to the possibilities of teaching in a junior college instead of being steered into junior high against my own judgment. (My fault, too, for listening and not sticking to my own convictions). In general, the emphasis was on just getting a job - not one in which there was a future. With my education and experience, I should have been warned that I should consider the economic situation of the school district with an eye to the <u>future</u>.*

Respondent #2-073-234-31 (Secondary Education; Biology (CTPP) College Teaching Preparation Program.

My experiences as a graduate student were particularly enjoyable because I was working within a group for a common goal. However, many other graduate students seem to be very loosely tied to their respective programs and I think they're really missing much of what a graduate program should offer to its students.

Respondent #2-312-236 (Secondary Education; Biology)

Since I only have a large university (U.B.) to compare with Fredonia, Fredonia may not appear as well, but for its size I feel Fredonia is very good and improved each year while I attended classes there.

Respondent #2-440-238-23 (Elementary Education; General)

Most faculty members did a good job. I feel although a few were definitely disappointing I feel the biggest detriment to the college was in the administration of registration procedures as well as advising students; and keeping them informed.

Respondent #1-286-239-92 (Secondary Education; Social Studies)

I believe my greatest advantage derived from undergraduate and graduate studies at Fredonia is the experience of personal contact, via small classes, with full professors, not necessarily world known, but direct contact without teaching assistants in classroom situations.

Respondent #2-262-242-91 (Music Education; Vocal)

Fredonia has changed much since I attended for degree work. I feel a very close bond to Fredonia - and wish at this point more money could be spent on staffing (in music ed. and music rather than facilities.

Respondent #1-623-258-22 (Chemistry)

The only criticism that I have regarding the program deals with the copy of the thesis that the student receives. I do not feel that the student's copy, bound by a loose leaf cover, is representative of the total quality of the graduate program or the school (etc. - full page).

Respondent #2-626-461-11 (Biology)

My experience at Fredonia was wonderful and I plan on recommending it to my sister. The size of the college is good, along with the community and quality of education. Fredonia can be proud of their graduates!! I plan on visiting soon.

Respondent #2-267-465-92 (Elementary Education; General)

I did enjoy the people I met at Fredonia during my masters program work, both from the staff at the college and the students in the classes. It was a most refreshing experience! I do feel I gained more from the classes after having had fifteen years teaching experience than if I had entered grad school fresh from undergraduate study.

Respondent #1-433-470-32 (Master of Science; Geology)

The M.S. program in Geology at SUC Fredonia is of the highest caliber. Potential employers may rest assured that those students graduating from Fredonia are intellectually prepared for the responsibilities and challenges of their job.

Respondent #2-138-472-23 (English)

Physical education facilities, library, student union ought to be open 24 hours a day.

Respondent #1-261-473-92 (Secondary Education; Biology)

1. *There should be more publications to introduct SUC, Fredonia to outside - through pamphlets and research reports.*
2. *There should be an Environmental Research Center to study Lake Erie as an example of fresh water ecology.*
3. *Promote Ph.D. programs.*

The graduates were responsive. They were straightforward and expressed their reactions to the master degree programs at SUC, Fredonia.

APPENDIX A

Section One

Table 1. Entry Categories for Undergraduate Program.

Table 2. College Selection for Undergraduate Degree.

Table 3. Time Lapse between Degree Programs.

Table 4. Type of Area Where Graduates Lived.

Table 5. Type of Area in Which Graduates Are Employed.

Table 6. College Selection: Influences of Strong Program.

Table 7. College Selection: Influence of Publications of Professors.

Table 8. College Selection: Influence of Reputation of Professors for Quality Education.

Table 9. College Selection: Influence of Variety of Teaching Techniques.

Table 10. College Selection: Influence of Credentials of Professors.

Table 11. College Selection: Influence of Recommendations of Alumni.

Table 12. College Selection: Influence of Professional Reputation of SUC, Fredonia Alumni.

Table 13. College Selection: Influence of Contacts with Representatives of SUC, Fredonia.

Table 14. College Selection: Influence of Media Articles or Publications about SUC, Fredonia.

Table 15. College Selection: Influence of Attitudes of Peers Towards SUC, Fredonia.

Table 16. College Selection: Influence of Number of Peers Who Attended SUC, Fredonia.

Table 17. College Selection: Influence of Family Recommendations.

Table 18. College Selection: Influence of Proximity of College.

Table 19. College Selection: Influence of Cost Factors.

Table 20. College Selection: Influences of Availability of Waivers/Vouchers.

Table 21. College Selection: Influences of Possibility of Graduate Assistantships.

Table 22. College Selection: Influence of Reasonable Requirements of Matriculation.

Table 23. College Selection: Influence of Available Extensive Physical Facilities.

Table 24. College Selection: Influence of Experience in Undergraduate Program at Fredonia.

Table 1. Entry Categories for Undergraduate Program.

Entry Categories	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	1	5	28	1	472
Direct from High School	73	71	78	86	75	64	80	75	100	75
Delayed Entrant . .	8	11	8	4	8	9	0	0	0	7
Transfer from Community College . .	6	4	2	1	4	9	0	14	0	4
Graduate of Community College . .	6	5	6	1	0	18	0	7	0	5
Armed Service . .	1	0	0	3	0	18	20	4	0	1
Other . . .	5	6	3	4	13	0	0	0	0	0

Table 2. College Selection for Undergraduate Degree

Category	Discipline Area									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
College Choices	N=178	82	64	79	24	11	5	28	1	472
SUC, Fredonia. . .	60	62	52	73	71	64	80	61	0	63
SUC, Other Unit .	16	10	8	6	4	0	0	0	100	10
Private College (N.Y.S.)	6	6	3	8	8	0	0	18	0	6
Private College (Outside N.Y.S.).	16	21	28	13	17	36	20	18	0	18
College (Outside Continental U.S.A.)	1	0	8	0	0	0	0	3	0	2
No Response. . .	1	1	1	0	0	0	0	0	0	0

Table 3. Time Lapse between Degree Programs.

Categories	Discipline Areas									
Time Element	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Within a Year .	48	49	39	38	71	64	60	75	0	48
1-5 Years Later	38	23	48	42	29	18	20	18	0	35
6-10 Years Later	7	9	6	15	0	0	0	4	100	8
11-15 Years Later	1	10	1	1	0	9	0	0	0	3
16 or More Years	5	9	3	4	0	9	20	3	0	5
Non Response .	1	1	2	0	0	0	0	0	0	1

Table 4. Type of Area Where Graduates Lived.

Categories	Discipline Areas								
Types of Localities	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Total
	N=178	82	64	79	24	11	5	28	472
Rural Farm Area .	18	21	19	20	21	36	0	11	19
Small City/Town of Fewer than 10,000.	33	33	42	24	29	18	20	39	32
Population to 50,000	26	26	19	13	13	18	40	18	21
Suburbs of 50,000	7	4	3	9	0	9	0	7	6
Population of 100,000 or More	7	7	10	10	4	0	0	14	8
Suburbs of 100,000	10	9	8	24	33	18	40	11	13
Non Response . .	0	1	0	0	0	0	0	0	0

Table 5. Type of Area in Which Graduates Are Employed.

Categories	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
Types of Localities	N=178	82	64	79	24	11	5	28	1	472
Rural Farm Area.	9	24	2	19	0	18	0	7	0	19
Small City/Town of Fewer than 10,000	19	42	19	22	33	36	40	32	100	33
Population to 50,000	33	16	39	18	17	27	20	25	0	19
Suburbs of 50,000	22	4	19	4	0	0	20	11	0	5
Population of 100,000 or More	6	9	3	10	13	0	0	18	0	10
Suburbs of 100,000	6	5	17	27	38	0	20	7	0	12
No Response. . .	5	1	2	1	0	18	0	0	0	3

Table 6. College Selection: Influences of Strong Program

Categories	Discipline Areas									
Degree of Influence	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Major Influence	47	62	31	75	42	73	60	29	0	52
Minor Influence	31	26	34	24	38	18	40	50	0	31
Not Relevant. .	22	11	34	1	17	9	0	21	100	18
No Response . .	0	0	0	0	4	0	0	0	0	0

Table 7. College Selection: Influence of Publications of Professors.

Categories	Discipline Areas									
Degree of Influence	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Major Influence	1	4	5	3	4	9	0	11	0	3
Minor Influence	19	15	19	17	29	36	40	25	0	19
Not Relevant . .	79	81	77	81	63	55	60	64	100	77
No Response . .	1	1	0	0	4	0	0	0	0	1

Table 8. College Selection: Influence of Reputation of Professors for Quality Education.

Categories / Degree of Influence	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Major Influence	21	32	28	37	38	55	20	36	0	29
Minor Influence	39	32	34	47	46	9	60	39	0	38
Not Relevant. .	39	35	38	17	13	36	20	25	100	32
No Response . .	0	1	0	0	4	0	1	0	0	0

Table 9. College Selection: Influence of Variety of Teaching Techniques.

Categories / Degree of Influence	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Major Influence	12	16	3	14	4	0	20	4	0	11
Minor Influence	42	33	39	39	42	18	40	32	0	38
Not Relevant. .	47	50	58	47	50	82	40	64	100	51
No Response . .	0	1	0	0	4	0	0	0	1	0

Table 10. College Selection: Influence of Credentials of Professors.

Categories / Degree of Influence	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
N=	178	82	64	79	24	11	5	28	1	472
Major Influence	15	17	14	25	17	55	40	18	0	18
Minor Influence	38	34	36	47	50	18	40	57	0	40
Not Relevant. .	48	48	48	28	29	27	20	25	100	42
No Response . .	0	1	2	0	4	0	0	0	0	1

Table 11. College Selection: Influence of Recommendations of Alumni.

Categories / Degree of Influence	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
N=	178	82	64	79	24	11	5	28	1	472
Major Influence	17	21	9	29	13	9	0	4	0	17
Minor Influence	27	21	25	19	38	18	40	36	0	25
Not Relevant. .	56	57	64	52	46	73	60	61	100	57
No Response . .	1	1	2	0	4	0	0	0	0	1

Table 12. College Selection: Influence of Professional Reputation of SUC, Fredonia Alumni.

Categories	Discipline Areas									
Degree of Influence	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Major Influence	23	13	6	41	8	27	20	7	0	20
Minor Influence	35	32	38	34	46	18	20	36	0	35
Not Relevant. .	42	54	55	25	42	46	60	57	100	44
No Response . .	0	1	2	0	4	9	0	0	0	1

Table 13. College Selection: Influence of Contacts with Representatives of SUC, Fredonia.

Categories	Discipline Areas									
Degree of Influence	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Major Influence	19	20	27	15	8	18	20	14	0	19
Minor Influence	28	20	16	25	33	36	0	29	0	24
Not Relevant. .	53	57	58	60	54	46	80	57	100	56
No Response . .	0	1	0	0	4	0	0	0	0	0

Table 14. College Selection: Influence of Media Articles or Publications about SUC, Fredonia.

Categories / Degree of Influence	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Major Influence	4	4	2	13	0	0	0	7	0	3
Minor Influence	29	18	27	22	21	18	20	11	0	24
Not Relevant . .	67	77	70	76	75	82	80	82	100	73
No Response . .	0	1	2	0	4	0	0	0	0	1

Table 15. College Selection: Influence of Attitudes of Peers Towards SUC, Fredonia.

Categories / Degree of Influence	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Major Influence	15	11	16	20	29	9	0	7	0	15
Minor Influence	46	32	33	46	38	27	40	54	0	41
Not Relevant . .	39	56	50	34	29	64	60	39	100	43
No Response . .	0	1	2	0	4	0	0	0	0	1

Table 16. College Selection: Influence of Number of Peers Who Attended SUC, Fredonia.

Categories / Degree of Influence	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Major Influence	17	13	11	22	33	0	0	0	0	16
Minor Influence	33	31	33	37	25	27	60	43	0	33
Not Relevant .	50	55	55	42	38	73	40	57	100	50
No Response. .	0	1	2	0	4	0	0	0	0	1

Table 17. College Selection: Influence of Family Recommendations.

Categories / Degree of Influence	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Major Influence	11	12	9	6	13	18	0	7	0	10
Minor Influence	26	20	11	15	17	27	40	14	0	20
Not Relevant .	63	67	78	79	67	55	60	79	100	63
No Response . .	0	1	2	0	4	0	0	0	0	1

Table 18. College Selection: Influence of Proximity of College.

Categories / Degree of Influence	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N-178	82	64	79	24	11	5	28	1	472
Major Influence	84	79	78	63	71	82	80	64	100	77
Minor Influence	7	10	3	13	8	9	20	14	0	9
Not Relevant . .	10	11	17	24	17	9	0	21	0	14
No Response . .	0	0	2	0	4	0	0	0	0	0

Table 19. College Selection: Influence of Cost Factors.

Categories / Degree of Influence	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Major Influence	70	57	64	70	75	73	40	68	100	67
Minor Influence	19	23	17	24	17	18	60	18	0	21
Not Relevant .	11	18	17	6	4	9	0	14	0	12
No Response. .	0	1	2	0	4	0	0	0	0	1

Table 20. College Selection: Influences of Availability of Waivers/Vouchers

Categories / Degree of Influence	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Major Influence	30	21	36	18	29	27	40	43	0	28
Minor Influence	18	9	20	18	21	18	40	14	100	17
Not Relevant . .	52	71	44	65	46	55	20	43	0	55
No Response . .	0	0	0	0	4	0	0	0	0	0

Table 21. College Selection: .Influences of Possibility of Graduate Assistantships.

Categories / Degree of Influence	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Major Influence	12	22	34	11	58	27	20	61	0	23
Minor Influence	14	7	5	10	8	18	20	18	0	11
Not Relevant . .	74	70	59	79	3	55	60	21	100	66
No Response . .	0	1	2	0	0	0	0	0	0	0

Table 22. College Selection: Influence of Reasonable Requirements of Matriculation.

Categories / Degree of Influence	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Major Influence	44	31	44	51	33	36	20	39	0	42
Minor Influence	37	42	31	27	42	27	80	29	0	35
Not Relevant . .	19	27	23	23	21	36	0	32	100	23
No Response . .	0	1	2	0	4	0	0	0	0	1

Table 23. College Selection: Influence of Available Extensive Physical Facilities.

Categories / Degree of Influence	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Major Influence	10	9	6	29	4	18	20	4	0	12
Minor Influence	37	34	41	32	25	18	60	36	0	35
Not Relevant. .	53	56	52	39	67	64	20	61	100	52
No Response . .	0	1	2	0	4	0	0	0	0	1

Table 24. College Selection: Influence of Experience in Undergraduate Program at Fredonia.

Categories / Degree of Influence	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Major Influence	39	45	38	57	63	46	60	50	0	45
Minor Influence	15	13	9	10	13	9	40	11	0	13
Not Relevant . .	46	40	52	33	21	46	0	39	100	42
No Response . .	0	0	2	0	4	0	0	0	0	1

Section Two

Table 25. College Years: Classes; Encouragement from Professors during Masters' Program.

Table 26. College Years: Classes; Practical Knowledge to Prepare for Position.

Table 27. College Years: Classes; Theoretical Aspect of Subject Matter.

Table 28. College Years: Classes; Variety of Learning Experiences.

Table 29. College Years: Classes; Use of Guest Speakers.

Table 30. College Years: Classes; Class Participation.

Table 31. College Years: Classes; Use of Lectures by Academic Field.

Table 32. College Years: Classes; Opportunities for Class Discussions.

Table 33. College Years: Classes; Meaningful Class Assignments.

Table 34. College Years: Classes; "Busy Work" Assignments.

Table 35. College Years: Materials and Equipment; Audio-Visual Materials Used.

Table 36. College Years: Materials and Equipment; Library Facilities Available Where Needed.

Table 37. College Years: Materials and Equipment; Use of Library for College Preparation.

Table 38. College Years: Materials and Equipment; Library Material Sufficient for Course Requirements.

Table 39. College Years: Materials and Equipment; Library Materials Sufficient for Course Enrichment.

Table 40. College Years: Materials and Equipment; Administrative Services were Satisfactory.

Table 41. College Years: Materials and Equipment; Satisfactory Guidance or Advisement Service.

Table 42. College Years: Curricular; Variety of Course Offerings in Each Field.

Table 43. College Years: Curricular; Limited by Program Requirements While Earning Degree.

Table 44. College Years: Curricular; Daytime Course Attendance.

Table 45. College Years: Curricular; Off-Campus Course Attendance.

Table 46. College Years: Curricular; Traveled (over 10 miles one way) to Attend Sessions.

Table 47. College Years: Social; Actively Involved in Extra-curricular College Activities.

Table 48. College Years: Social; Actively Involved in Clubs on Campus.

Table 49. College Years: Social; Attended Lectures and/or Seminars.

Table 50. College Years: Social; Attended Campus-Sponsored Social Events.

Table 51. College Years: Facilities; Available Housing Adequate.

Table 52. College Years: Facilities; Helpful Housing Personnel.

Table 53. College Years: Facilities; Satisfaction with Food Facilities.

Table 54. Economic Factors: Involvement in Graduate Assistantship Program.

Table 54a. Economic Factor: Graduate Assistantships Were Accurately Described.

Table 54b. Economic Factor: Graduate Assistant Stipend Was Adequate.

Table 55. Economic Factor: Salary Adjustment Made When Master's Degree Was Awarded.

Table 56. Economic Factors: Changed Position After Being Awarded Master's Degree.

Table 57. Educational Factors: Course Work Used to Advantage in Position.

Table 58. Educational Factors: New Interests and Ideas Developed from Materials of Master Program.

Table 59. Future Plans: Persons Who Have, or Intend to, Enroll for Further Course Work.

Table 59a. Future Plans: Persons Will Enroll for Further Study at SUC, Fredonia.

Table 60. Future Plans: Persons Who Intend to Enroll for Post-Master's Degree.

Table 61. Educational Factor: Persons Who Earned Masters' Degree because of State Mandate, (30 hours in 5 years).

Table 62. Educational Factor: Earned Graduate Degree in Same Curriculum As Undergraduate Degree.

Table 25. College Years: Classes; Encouragement from Professors during Masters' Program.

Categories / Degree of Application	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Frequently . .	35	66	50	28	71	55	40	61	0	45
Occasionally .	57	31	39	62	29	46	40	39	100	48
Never	7	4	5	10	0	0	0	0	0	6
Not Applicable	1	0	5	0	0	0	20	0	0	1
No Response .	0	0	2	0	0	0	0	0	0	0

Table 26. College Years: Classes; Practical Knowledge to Prepare for Position.

Categories / Degree of Application	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Frequently . .	46	83	55	44	54	18	100	46	0	53
Occasionally .	52	17	44	56	38	55	0	43	100	44
Never	2	0	2	0	4	18	0	4	0	2
Not Applicable	2	0	0	0	4	9	0	7	0	1
No Response. .	0	0	0	0	0	0	0	0	0	0

Table 27. College Years: Classes; Theoretical Aspect of Subject Matter.

Categories / Degree of Application	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Frequently . .	45	57	56	46	63	64	40	79	100	52
Occasionally .	52	42	36	49	33	36	60	21	0	45
Never	1	0	2	3	0	0	0	0	0	1
Not Applicable	2	1	5	3	0	0	0	0	0	2
No Response .	0	0	2	0	4	0	0	0	0	0

Table 28. College Years: Classes; Variety of Learning Experiences.

Categories / Degree of Application	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Frequently . .	47	71	36	47	42	36	60	50	0	49
Occasionally .	49	29	48	48	46	64	40	36	100	45
Never	3	0	8	4	8	0	0	7	0	4
Not Applicable	1	0	6	1	4	0	0	7	0	2
No Response .	0	0	3	0	0	0	0	0	0	0

Table 29. College Years: Classes; Use of Guest Speakers

Categories / Degree of Application	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N-178	82	64	79	24	11	5	28	1	472
Frequently . .	47	71	36	47	42	36	60	50	0	49
Occasionally .	49	29	48	48	46	64	40	36	100	45
Never	3	0	8	4	8	0	0	7	0	4
Not Applicable	1	0	6	1	4	0	0	7	0	2
No Response .	0	0	2	0	0	0	0	0	0	0

Table 30. College Years: Classes; Class Participation.

Categories / Degree of Application	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Frequently . .	64	73	65	79	64	83	80	54	0	69
Occasionally .	36	25	32	17	36	16	20	46	100	30
Never	0	2	0	4	0	0	0	0	0	0
Not Applicable	1	0	3	0	0	0	0	0	0	1
No Response .	0	1	0	0	0	0	0	0	0	0

Table 31. College Years: Classes; Use of Lectures by Academic Field.

Categories / Degree of Application	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Frequently . .	47	63	62	33	55	51	60	89	100	54
Occasionally .	52	38	37	54	46	49	40	11	0	44
Never	1	0	1	13	0	0	0	0	0	1
Not Applicable	0	0	0	0	0	0	0	0	0	0
No Response .	0	0	0	0	0	0	0	0	0	0

Table 32. College Years: Classes; Opportunities for Class Discussions.

Categories / Degree of Application	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Frequently . .	58	67	58	83	73	72	80	71	0	64
Occasionally .	42	31	42	13	18	28	20	21	100	35
Never . . .	0	0	0	4	0	0	0	4	0	0
Not Applicable .	1	2	0	0	9	0	0	4	0	1
No Response .	0	0	0	0	0	0	0	0	0	0

Table 33. College Years: Classes; Meaningful Class Assignments.

Categories / Degree of Application	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Frequently . .	36	66	58	30	54	46	66	20	0	46
Occasionally .	61	34	39	67	42	46	34	80	100	52
Never . . .	2	0	2	3	4	0	0	0	0	2
Not Applicable	1	0	2	0	0	0	0	0	0	0
No Response .	1	0	0	0	10	0	0	0	0	0

Table 34. College Years: Classes; "Busy Work" Assignments.

Categories / Degree of Application	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Frequently . .	25	13	8	29	13	9	0	4	100	19
Occasionally .	61	70	50	60	50	55	60	46	0	59
Never	13	16	39	9	33	36	40	50	0	20
Not Applicable	1	1	3	2	0	0	0	0	0	1
No Response .	0	0	0	0	4	0	0	0	0	0

Table 35. College Years: Materials and Equipment; Audio-Visual Materials Used.

Categories / Degree of Usage	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Frequently . .	23	37	6	13	4	0	20	11	0	19
Occasionally .	73	61	45	70	46	73	60	32	100	63
Never	3	1	44	18	46	18	20	50	0	16
Not Applicable	1	0	5	0	4	9	0	7	0	2
No Response .	0	1	0	0	0	0	0	0	0	0

Table 36. College Years: Materials and Equipment; Library Facilities Available Where Needed.

Categories / Degree of Usage	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Frequently . .	82	85	80	85	92	91	100	79	100	84
Occasionally .	16	13	11	13	8	9	0	21	0	14
Never	1	0	0	1	0	0	0	0	0	0
Not Applicable	2	0	8	0	0	0	0	0	0	2
No Response .	0	1	2	0	0	0	0	0	0	0

Table 37. College Years: Materials and Equipment; Use of Library for Class Preparation.

Categories	Discipline Areas									
Degree of Usage	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Frequently . .	62	77	61	81	92	91	100	68	0	70
Occasionally .	33	22	31	18	8	9	0	32	100	26
Never	6	0	5	1	0	0	0	0	0	3
Not Applicable	0	0	3	0	0	0	0	0	0	0
No Response .	0	1	0	0	0	0	0	0	0	0

Table 38. College Years: Material and Equipment; Library Material Sufficient for Course Requirements.

Categories	Discipline Areas									
Degree of Application	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Frequently. .	76	74	75	80	79	91	100	50	100	21
Occasionally.	20	22	17	17	21	9	0	46	0	21
Never	2	2	0	3	0	0	0	4	0	2
Not Applicable	2	0	8	0	0	0	0	0	0	2
No Response .	0	1	0	1	0	0	0	0	0	0

Table 39. College Years: Materials and Equipment; Library Materials Sufficient for Course Enrichment.

Categories / Degree of Application	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	100	472
Frequently . .	69	63	66	67	63	91	63	46	0	66
Occasionally .	27	33	22	27	38	9	33	46	100	29
Never	1	2	3	4	0	0	2	8	0	2
Not Applicable	4	0	9	0	0	0	0	0	0	3
No Response .	0	1	0	3	0	0	0	0	0	1

Table 40. College Years: Material and Equipment; Administrative Services were Satisfactory.

Categories / Degree of Satisfaction	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Frequently . .	28	40	39	41	38	27	80	25	0	34
Occasionally .	57	42	44	46	54	64	20	54	100	50
Never	12	9	6	13	8	9	0	18	0	11
Not Applicable	3	7	9	1	0	0	0	4	0	4
No Response .	1	2	2	0	0	0	0	0	0	1

Table 41. College Years: Materials and Equipment; Satisfactory Guidance or Advisement Service.

Categories / Degree of Satisfaction	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Frequently . .	35	57	50	24	33	18	60	32	0	39
Occasionally .	44	28	31	44	38	27	40	21	100	38
Never	14	10	6	27	17	46	0	25	0	16
Not Applicable	6	2	13	5	13	10	0	21	0	7
No Response .	1	2	0	0	0	0	0	0	0	1

Table 42. College Years: Curricular; Variety of Course Offerings in Each Field

Categories / Degree of Satisfaction	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Frequently . .	30	34	27	14	38	9	0	25	0	27
Occasionally .	61	54	66	65	63	91	100	46	0	61
Never	8	5	6	20	0	0	0	25	100	10
Not Applicable	2	5	2	0	0	0	0	4	0	2
No Response .	0	2	0	1	0	0	0	0	0	1

Table 43. College Years: Curricular; Limited by Program Requirements While Earning Degree.

Categories	Discipline Areas									
Degree of Limitations	Elelemtary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Totai
	N=178	82	64	79	24	11	5	28	1	472
Frequently . .	16	11	11	22	17	18	0	4	0	14
Occasionally .	51	54	44	57	38	35	20	46	100	50
Never	31	33	39	19	46	27	80	39	0	32
Not Applicable	2	1	2	1	0	0	0	11	0	2
No Response .	1	1	5	1	0	0	0	0	0	2

Table 44. College Years: Curricular; Daytime Course Attendance.

Categories	Discipline Areas									
Degree of Application	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Frequently . .	26	38	39	53	58	27	0	29	0	36
Occasionally .	46	44	45	27	21	55	40	57	0	42
Never	28	17	16	19	21	18	60	14	100	22
Not Applicable	1	0	0	1	0	0	0	0	0	0
No Response .	0	1	0	0	0	0	0	0	0	0

Table 45. College Years: Curricular; Off-Campus Course Attendance.

Categories / Degree of Attendance	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Frequently . .	6	2	2	4	4	0	0	7	0	4
Occasionally .	27	11	13	20	8	9	20	4	100	18
Never	64	76	78	72	71	82	60	86	0	71
Not Applicable	2	10	8	4	17	0	20	4	0	6
No Response .	2	1	0	0	0	9	0	0	0	1

Table 46. College Years: Curricular; Traveled (over 10 miles one way) to Attend Sessions.

Categories / Degree of Application	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Frequently . .	56	49	44	52	42	36	20	25	100	49
Occasionally .	6	2	5	8	13	0	40	4	0	6
Never	37	43	52	9	46	64	40	64	0	43
Not Applicable	2	4	0	0	0	0	0	4	0	2
No Response .	0	2	0	1	0	0	0	4	0	1

Table 47. College Years: Social; Actively Involved in Extracurricular College Activities.

Categories / Degree of Involvement	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Frequencly . .	5	9	6	10	21	18	0	4	0	7
Occasionally .	7	21	17	15	25	18	20	18	0	14
Never	84	66	72	72	50	64	80	75	100	75
Not Applicable	4	4	5	3	4	0	0	4	0	4
No Response .	0	1	0	0	0	0	0	0	0	0

Table 48. College Years: Social; Actively Involved in Clubs on Campus.

Categories / Degree of Involvement	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Frequently . .	2	1	2	3	4	18	0	4	0	3
Occasionally .	3	9	11	8	13	9	20	14	0	7
Never	88	81	83	87	79	73	80	79	100	85
Not Applicable	6	7	5	3	4	0	0	4	0	5
No Response .	0	2	0	0	0	0	0	0	0	0

Table 49. College Years: Social; Attended Lectures and/or Seminars.

Categories / Degree of Attendance	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Frequently . .	11	18	19	11	29	36	20	21	0	16
Occasionally .	49	48	48	68	58	64	80	57	0	53
Never	38	29	31	18	13	0	0	21	100	29
Not Applicable	2	2	2	3	0	0	0	0	0	2
No Response .	0	2	0	0	0	0	0	0	0	0

Table 50. College Years: Social; Attended Campus-Sponsored Social Events.

Categories / Degree of Attendance	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Frequently . .	5	7	9	8	13	9	0	14	0	7
Occasionally .	26	39	34	30	54	27	60	46	0	33
Never	66	45	53	58	33	64	40	39	100	56
Not Applicable	3	7	3	4	0	0	0	0	0	3
No Response .	0	1	0	0	0	0	0	0	0	0

Table 51. College Years: Facilities; Available Housing Adequate.

Categories	Discipline Areas									
Degree of Acceptance	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Frequently . .	4	10	13	18	25	9	0	14	0	10
Occasionally .	6	4	5	9	0	9	20	11	0	6
Never	3	4	0	1	0	0	0	4	0	2
Not Applicable	87	82	83	72	75	82	80	71	100	81
No Response .	1	1	0	0	0	0	0	0	0	0

Table 52. College Years: Facilities; Helpful Housing Personnel.

Categories	Discipline Areas									
Degree of Helpfulness	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Frequently . .	3	6	6	15	13	0	0	11	0	7
Occasionally .	4	6	6	9	8	18	0	14	0	7
Never	4	4	0	3	0	0	0	4	0	3
Not Applicable	82	83	88	73	79	82	100	71	100	83
No Response .	1	1	0	0	0	0	0	0	0	0

Table 53. College Years: Facilities; Satisfaction with Food Facilities.

Categories	Discipline Areas									
Degree of Satisfaction	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Frequently . .	6	9	8	20	8	9	0	11	0	9
Occasionally .	6	4	3	9	8	27	20	21	0	7
Never	1	1	0	3	0	0	0	0	0	1
Not Applicable	87	85	89	68	83	64	80	68	100	82
No Response .	1	1	0	0	0	0	0	0	0	0

Table 54. Economic Factors: Involvement in Graduate Assistantship Program.

Categories / Response Options	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	77	24	11	5	28	1	472
Yes	14	24	39	13	54	46	20	68	0	25
No	87	74	61	87	46	55	80	32	100	75
No Response	0	1	0	0	0	0	0	0	0	0

Table 54a. Economic Factor: Graduate Assistantships Were Accurately Described.

Categories / Response Options	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	77	24	11	5	28	1	472
Yes	8	22	39	9	50	36	20	54	0	20
No.	5	4	2	6	0	9	0	14	0	5
No Response	87	74	59	85	50	55	80	32	100	75

Table 54b. Economic Factors: Graduate Assistant Stipend was Adequate.

Categories / Response Options	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	77	24	11	5	28	1	472
Yes	8	18	20	9	25	18	20	43	0	15
No	5	7	20	6	21	27	0	25	0	10
No Response	87	74	59	85	54	55	80	32	100	75

Table 55. Economic Factor: Salary Adjustment Made When Master's Degree was Awarded.

Categories / Response Options	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	77	24	11	5	28	1	472
Yes	84	78	73	92	46	55	80	39	0	78
No	14	18	22	6	46	46	20	46	100	19
No Response	2	4	5	1	0	0	0	14	0	4

Table 56. Economic Factors: Changed Position After Being Awarded Master's Degree.

Categories / Response Options	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	77	24	11	5	28	1	472
Yes	15	35	23	24	58	36	20	39	0	25
No	84	61	73	76	38	64	80	50	100	73
No Response	1	4	3	0	4	0	0	11	0	2

Table 57. Educational Factors: Course Work Used to Advantage in Position.

Categories / Response Options	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	77	24	11	5	28	1	472
Yes	76	90	73	85	79	73	100	79	100	80
No	23	5	22	15	17	27	0	18	0	17
No Response	2	5	5	0	4	0	0	4	0	3

Table 58. Educational Factors: New Interests and Ideas Developed from Materials of Master Program.

Categories / Response Options	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	77	24	11	5	28	1	472
Yes	76	95	81	80	92	91	100	89	0	83
No	23	4	16	19	8	9	0	11	100	16
No Response	1	1	3	1	0	0	0	0	0	1

Table 59. Future Plans: Persons Who Have, or Intend to, Enroll for Further Course Work.

Categories / Response Options	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	77	24	11	5	28	1	472
Yes	63	73	70	63	79	64	100	75	100	68
No	35	24	28	37	21	36	0	25	0	31
No Response	3	2	2	0	0	0	0	0	0	2

Table 59a. Future Plans: Persons Will Enroll for Further Study at SUC, Fredonia.

Categories / Response Options	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	77	24	11	5	28	1	472
Yes	35	44	44	30	29	18	40	14	0	35
No	35	32	27	38	54	64	60	61	0	37
No Response	30	24	30	32	17	18	0	25	100	28

Table 60. Future Plans: Persons Who Intend to Enroll for Post-Master's Degree.

Categories / Response Options	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	77	24	11	5	28	1	472
Yes	29	31	27	32	63	64	40	57	0	34
No	64	63	68	65	25	36	60	39	100	61
No Response	7	6	5	4	13	0	0	4	0	6

Table 61. Educational Factor: Persons Who Earned Masters' Degree because of State Mandate, (30 hours in 5 years).

Categories / Response Options	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	77	24	11	5	28	1	472
Yes	54	42	48	53	33	18	40	7	100	46
No	46	59	48	47	63	82	60	93	0	53
No Response	1	0	3	0	4	0	0	0	0	1

Table 62. Educational Factor: Earned Graduate Degree in Same Curriculum As Undergraduate Degree.

Categories / Response Options	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	77	24	11	5	28	1	472
Yes	83	66	91	94	96	82	100	87	100	83
No	17	34	9	6	4	18	0	14	0	16
No Response	1	0	0	0	0	0	0	0	0	0

Section Three

Table 63. Comparison Factors: Rating Categories for Conditions of Buildings and Classrooms.

Table 64. Comparison Factors: Categories for Equipment Availability.

Table 65. Comparison Factor: Rating Categories for Extracurricular Facilities.

Table 66. Comparison Factor: Rating Categories for Job Placement of Graduates.

Table 67. Comparison Factors: Rating Categories for Library Facilities.

Table 68. Comparison Factors: Rating Categories for Quality of Academic Instruction.

Table 69. Comparison Factors: Rating Categories for Quality of Advisement.

Table 70. Comparison Factors: Rating Categories for Communication Flow.

Table 71. Comparison Factors: Rating Categories for Tutorial Assistance.

Table 72. Comparison Factors: Rating Categories of Reputation in Community.

Table 73. Comparison Factors: Rating Categories for Reputation in Professional World.

Table 74. Comparison Factors: Ratings for Professional Interest in Individuals.

Table 63. Comparison Factors: Rating Categories for Conditions of Buildings and Classrooms.

Categories / Response Options	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Excellent . .	40	34	61	48	50	64	60	54	0	45
Good.	45	45	31	42	42	36	40	39	0	42
Fair	3	5	2	3	0	0	0	4	100	3
Poor	1	0	0	0	0	0	0	0	0	0
No Basis for Comparison .	9	16	6	8	8	0	0	4	0	9
No Response .	1	0	0	0	0	0	0	0	0	0

Table 64. Comparison Factor: Categories for Equipment Availability.

Categories / Response Options	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Excellent . .	25	27	27	33	21	27	0	29	0	27
Good.	49	46	44	42	54	46	80	36	100	47
Fair	8	7	5	17	4	9	20	18	0	10
Poor	0	1	3	0	8	0	0	7	0	2
No Basis for Comparison .	16	18	22	8	13	18	0	10	0	15
No Response .	1	0	0	1	0	0	0	0	0	0

Table 65. Comparison Factor: Rating Categories for Extra-Curricular Facilities.

Categories / Response Options	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Excellent . .	13	15	13	17	21	36	0	11	0	14
Good.	28	33	38	34	46	9	40	39	0	32
Fair	15	9	11	9	13	27	0	14	0	12
Poor	2	0	0	3	0	9	0	4	100	2
No Basis for Comparison .	43	44	38	38	21	18	60	29	0	39
No Response .	1	0	2	0	0	0	0	4	0	1

Table 66. Comparison Factor: Rating Categories for Job Placement of Graduates.

Categories / Response Options	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Excellent . .	5	11	9	18	8	0	20	0	100	9
Good.	23	26	17	30	17	18	20	18	0	23
Fair	14	15	16	14	25	18	20	21	0	15
Poor	3	2	5	4	13	36	0	32	0	6
No Basis for Comparison .	54	46	50	34	38	27	40	29	0	46
No Response .	1	0	3	0	0	0	0	0	0	1

Table 67. Comparison Factors: Rating Categories for Library Facilities.

Categories / Response Options	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Excellent . .	37	33	36	47	42	36	40	14	0	37
Good.	44	46	41	33	38	36	40	50	0	42
Fair	7	4	9	5	13	18	0	21	100	8
Poor	1	2	2	1	0	9	0	7	0	2
No Basis for Comparison .	10	15	11	14	8	0	20	7	0	11
No Response .	1	0	2	0	0	0	0	0	0	0

Table 68. Comparison Factors: Rating Categories for Quality of Academic Instruction.

Categories / Response Options	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Excellent . .	14	27	39	22	29	27	40	36	0	23
Good.	52	40	42	52	58	27	60	43	0	48
Fair	20	11	8	15	4	36	0	14	0	15
Poor	1	1	0	0	0	0	0	0	100	1
No Basis for Comparison .	14	21	9	11	8	10	0	7	0	13
No Response .	1	0	2	0	0	0	0	0	0	0

Table 69. Comparison Factors: Rating Categories for Quality of Advisement.

Categories / Response Options	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Excellent . .	11	22	17	10	13	9	40	14	0	14
Good.	30	32	33	18	13	18	20	21	0	27
Fair	26	15	13	28	33	18	20	18	0	22
Poor	16	7	8	19	13	46	0	18	100	15
No Basis for Comparison .	15	24	28	25	29	9	20	29	0	22
No Response .	1	0	2	0	0	0	0	0	0	1

Table 70. Comparison Factors: Rating Categories for Communication Flow.

Categories / Response Options	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Excellent . .	5	10	9	5	13	18	20	7	0	7
Good.	25	31	36	28	29	18	20	39	0	29
Fair	36	24	25	32	38	36	60	29	0	31
Poor	15	13	2	13	4	27	0	7	0	11
No Basis for Comparison .	19	21	27	23	17	0	0	14	100	20
No Response .	1	1	2	0	0	0	20	4	0	1

Table 71. Comparison Factors: Rating Categories for Tutorial Assistance.

Categories / Response Options	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Excellent . .	2	6	5	3	8	0	20	14	0	4
Good.	7	12	11	11	17	18	20	21	0	11
Fair	8	12	11	15	17	9	0	4	0	11
Poor	3	0	6	5	0	27	0	14	0	4
No Basis for Comparison .	80	70	64	65	58	46	60	46	100	70
No Response .	1	0	3	1	0	0	0	0	0	1

Table 72. Comparison Factors: Rating Categories of Reputation in Community.

Categories / Response Options	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Excellent . .	16	16	16	25	17	18	40	18	0	18
Good.	44	49	50	49	42	27	40	36	0	46
Fair	14	11	6	6	17	18	0	21	0	11
Poor	1	2	0	0	0	0	0	7	0	1
No Basis for Comparison .	25	22	27	19	25	36	20	18	100	24
No Response .	1	0	2	0	0	0	0	0	0	0

Table 73. Comparison Factors: Rating Categories for Reputation in Professional World.

Categories / Response Options	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	77	24	11	5	28	1	472
Excellent . .	11	13	11	23	17	18	20	4	0	14
Good.	38	40	44	49	21	46	80	36	0	41
Fair . . .	21	18	14	18	29	9	0	25	100	20
Poor	3	1	5	1	4	9	0	11	0	3
No Basis for Comparison .	25	27	25	9	29	18	0	25	0	23
No Response .	1	0	2	0	0	0	0	0	0	1

Table 74. Comparison Factor: Ratings for Professional Interest in Individuals.

Categories / Response Options	Discipline Areas									
	Elementary Education	Reading	Secondary Education	Music	English	History	Speech & Hearing	Science & Math	Undeclared	Total
	N=178	82	64	79	24	11	5	28	1	472
Excellent . .	12	21	23	22	25	9	40	14	0	18
Good.	36	40	44	35	38	27	60	46	0	38
Fair	23	16	5	24	21	36	0	25	100	20
Poor	9	0	8	6	4	9	0	4	0	6
No Basis for Comparison .	20	23	19	13	13	9	0	11	0	18
No Response .	1	0	2	0	0	9	0	0	0	1

APPENDIX B

Academic concentration of disciplines for graduate degree graduates who responded to Section H of the questionnaire was reserved for personal comments.

Elementary Education (N=63)

Although most of the graduates are listed as Elementary Education, General, a few respondents included academic minors:

Admissions	(N=1)
Art History	(N=1)
English	(N=2)
Psychology	(N=1)
Science	(N=4)
Social Studies	(N=2)

Elementary Education, Developmental Reading (N=30) were considered a separate category because of student concentration.

Secondary Education (N=28)

Fields of concentration for graduates were:

Biology	(N=7)
English	(N=10)
French	(N=1)
Geology (Earth Science)	(N=1)
History	(N=1)
Mathematics	(N=7)
Social Studies	(N=1)

Science and Mathematics (N=11)

Fields of concentration for graduates are:

Chemistry	(N=4)
Geology (Earth Science)	(N=2)
Mathematics	(N=3)
Physics	(N=2)

APPENDIX C

STATE UNIVERSITY COLLEGE
FREDONIA, NEW YORK 14063

OFFICE OF THE PRESIDENT

Dear Graduate:

Criticism of higher education has become a major concern of all colleges. State University College at Fredonia is no exception. To complete a composite of our advanced-degree programs, we are seeking reactions to your experiences while earning your master's degree. Your reactions to all aspects of involvement while at SUC, Fredonia, are important as we consider the graduate offerings.

Both the College community and prospective candidates will benefit from your response. Please complete and return the Graduate-Degree Questionnaire and contribute to the success of future programs at Fredonia. Your response will be coded to protect your identity.

Thanks and continued best wishes.

Cordially,

Dallas K. Beal,
President, SUC, Fredonia

DKB:GR
Enc.

TEACHER EDUCATION RESEARCH CENTER

STATE UNIVERSITY COLLEGE AT FREDONIA

GRADUATE DEGREE INFORMATION FORM

Year Master's Degree awarded_____ Year Bachelor's Degree awarded_____

Master's Degree area_____ Sex_____

Academic concentration_____

I. D. Code

Undergraduate Program

Check the items that apply to you.

A. I entered college for an undergraduate degree:

1. a) _____ direct from high school

   b) _____ as a "delayed" entrant

   c) _____ as a transfer from community college

   d) _____ as a graduate from community college

   e) _____ from armed services

   f) _____ other _____

B. My undergraduate degree was earned at:

2. a) _____ SUC, Fredonia

   b) _____ SUC, another unit

   c) _____ Private college (New York State)

   d) _____ College (out of state)

   _____
   Please indicate location

   e) _____ College outside continental U. S.

   _____
   Please indicate location

C. After earning the undergraduate degree, I enrolled in the master's program:

3. a) _____ within the year

b) _____ 1 - 5 years later

c) _____ 6 - 10 years later

d) _____ 11 - 15 years later

e) _____ 16 (or more) years later

D. Please circle one which best describes the area in which you live:

4. a) Rural farm area

b) Small city or town of fewer than 10,000

c) Medium-sized city (up to 50,000)

d) Suburb of medium-sized city

e) Large city (100,000 or over)

f) Suburb of large city

Please circle one which best describes the area in which you work:

5. a) Rural farm area

b) Small city or town of fewer than 10,000

c) Medium-sized city (up to 50,000)

d) Suburb of medium-sized city

e) Large city (100,000 or over)

f) Suburb of large city

College Selection

E. Please circle the appropriate response in each row.

	Major influence (1)	Minor influence (2)	Not relevant (3)
Reasons for attending SUC, Fredonia, for the graduate program were the:			
6. strong program in my major area	1	2	3
7. publications of professors in my area	1	2	3
8. reputation of professors for quality education	1	2	3
9. variety of teaching techniques used	1	2	3
10. credentials of professors	1	2	3
11. recommendations of alumni	1	2	3
12. professional reputation of SUC, Fredonia, alumni	1	2	3
13. contacts with representatives of SUC, Fredonia	1	2	3
14. media articles or publications about SUC, Fredonia	1	2	3
15. attitudes of peers towards SUC, Fredonia	1	2	3
16. number of peers who attend(ed) Fredonia	1	2	3
17. family recommendations	1	2	3
18. proximity of college	1	2	3
19. cost factors	1	2	3
20. availability of waivers and/or vouchers	1	2	3
21. possibility of graduate assistantships	1	2	3
22. requirements for matriculation were reasonable	1	2	3
23. extensive physical facilities which were available	1	2	3
24. experience in undergraduate program at Fredonia	1	2	3

College Years

F. Classes	Frequently	Occasionally	Never	Not applicable
25. Did you receive encouragement from professors during the master's program?	1	2	3	4
26. Did you receive practical knowledge which further prepared you for your position?	1	2	3	4
27. Was the theoretical aspect of subject matter stressed?	1	2	3	4
28. Did you have a variety of learning experiences?	1	2	3	4
29. Were there guest speakers?	1	2	3	4
30. Was there class participation?	1	2	3	4
31. Did class sessions, in general, consist of lectures?	1	2	3	4
32. Was there an opportunity for frequent class discussion?	1	2	3	4
33. Were class assignments meaningful?	1	2	3	4
34. Do you feel that many assignments were busy work?	1	2	3	4

	Frequently	Occasionally	Never	Not applicable
Materials & Equipment				
35. Were audio-visual materials, including films, used?	1	2	3	4
36. Were library facilities available when you needed them?	1	2	3	4
37. Did you use the library for class preparation?	1	2	3	4
38. Were library materials sufficient for course requirements?	1	2	3	4
39. Were library materials sufficient for course enrichment?	1	2	3	4
40. Were you satisfied with administrative services?	1	2	3	4
41. Were you satisfied with guidance or advisement service?	1	2	3	4
Curricular				
42. Was there a variety of course offerings in your field each semester?	1	2	3	4
43. Were you hindered or limited by the program requirements at the time you were earning your degree?	1	2	3	4
44. Did you attend courses during the day?	1	2	3	4
45. Were off-campus courses taken?	1	2	3	4
46. Did you have to travel (over 10 miles one way) to attend sessions?	1	2	3	4

	Frequently	Occasionally	Never	Not applicable
Social				
47. Were you actively involved in extracurricular college activities while working on the master's degree?	1	2	3	4
48. Were you actively involved in clubs on campus? . .	1	2	3	4
49. Did you attend lectures/seminars?	1	2	3	4
50. Did you attend campus-sponsored social events? . .	1	2	3	4
Facilities				
51. Was the available housing adequate?	1	2	3	4
52. Were housing personnel helpful?	1	2	3	4
53. Were the food facilities adequate?	1	2	3	4

Please circle the correct answer.	Yes	No
54. Did you have a graduate assistantship?	1	2
a) If so, was the position accurately described?. . .	1	2
b) If so, was the stipend adequate?	1	2
55. Did you receive a salary adjustment when master's degree was awarded?.	1	2
56. Did you change your professional position after receiving the master's degree?	1	2
57. Do you feel that you have used course material to advantage in your position?	1	2

		Yes	No
58.	Did you find new interests and ideas developing from material of the master's program?	1	2
	Add any additional comments which you wish to make about Fredonia's graduate program.		
	_____		
	_____		
	_____		
	_____		
	_____		
59.	a) Have you enrolled, or do you intend to enroll, for further course work?	1	2
	b) If so, will you enroll at SUC, Fredonia?	1	2
60.	Do you intend to enroll for a post-master's degree? . .	1	2
61.	Was the major reason for earning a master's degree the state mandate (30 hours in 5 years)?	1	2
62.	Did you earn the master's degree in the same curricular area as your bachelor degree?	1	2
	If you changed curricular area, please indicate the change and the reason for it.		
	_____		
	_____		
	_____		
	_____		

G. How does SUC, Fredonia, compare to other colleges that you have visited or attended? Please circle one.	Excellent	Good	Fair	Poor	No basis for comparison
63. Conditions of buildings and classrooms	1	2	3	4	5
64. Equipment availability	1	2	3	4	5
65. Extracurricular facilities	1	2	3	4	5
66. Job placement of graduates	1	2	3	4	5
67. Library facilities	1	2	3	4	5
68. Quality of academic instruction	1	2	3	4	5
69. Quality of advisement	1	2	3	4	5
70. Communication flow	1	2	3	4	5
71. Tutorial assistance	1	2	3	4	5
72. Reputation in community	1	2	3	4	5
73. Reputation in professional world	1	2	3	4	5
74. Professional interest in individuals	1	2	3	4	5

H. This space is reserved for your personal comments.

_____

_____

_____

_____

☐ Please check here if you want a copy of the report.

Thank you. We appreciate your efforts.

Helen C. McKee

Daniel J. Bauman

Gerald T. Holmes